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## THE TWENTY-SEVENTH ANNUAL CONFERENCE OF ACADEMIES AND HIGH SCHOOLS IN RELATIONS WITH THE UNIVERSITY OF CHICAGO

The Twenty-seventh Educational Conference of Academies and High Schools in Relations with the University of Chicago was held April 16, 1915. The central theme was "The Relation of the Organized Library to the School." The library topic was chosen because of its peculiar timeliness, since the American Library Association, the library section of the National Education Association, the National Council of the Teachers of English, and other school and library associations in various parts of the country have undertaken a campaign to improve school-library conditions, especially in high schools. The benefits derived from bringing together so many librarians and school men for consideration of a problem of such importance to both sides cannot be overestimated. The Conference was subdivided into fifteen sections organized respectively around subjects of mutual interest to colleges and to secondary schools. Each of these fifteen sections was in charge of a committee of three, consisting of a high-school representative, a librarian, and a representative of the University of Chicago.

Early in January, the forty-five members of committees met at the University of Chicago to consider the general plan for the April meeting submitted by the Program Committee consisting of Principal Spencer R. Smith of the Wendell Phillips High School, Chicago, chairman; Miss Irene Warren, librarian of the School of Education; and Nathaniel Butler of the University. The program was arranged about the high-school curriculum. Hitherto in most of the schools few departments other than those of history, English, and vocational education have considered the relation to the library of much importance. When advance copies of the printed program were distributed some weeks before the Conference many requests came promptly from libraries and schools in various parts of the United States and Canada asking for copies for distribution among their respective boards, because they felt the program itself was

convincing as to the value of the library to all parts of the school. The committees in charge of the various sections found that in many cases exhibits could be made to great advantage.

Following the sessions of the departmental sections, and in accordance with the custom of recent years, a conference of school and University administrative officers was held in the evening, at which two topics of current interest were discussed: (1) "The Granting of College Credit at the University of Chicago for Studies Completed in the High Schools in Excess of the Fifteen Units Required for Entrance to College"; (2) "Excess Credit for College Entrance for High-School Work Done at a High Level of Excellence." The former topic was presented by Dean Angell of the University of Chicago and Principal Sims of the High School at South Bend, Indiana. The second topic was presented by Principals Johnson of the University High School, Giles of DeKalb, Illinois, and Newlon of Decatur, Illinois.

It is not yet determined in what form a more detailed report of these sessions will be published. Appended here is the paper presented at the General Session by Mr. Arthur E. Bostwick, librarian, the St. Louis Public Library, St. Louis, Missouri.

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## SCHOOL LIBRARIES AND MENTAL TRAINING

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ARTHUR E. BOSTWICK  
Librarian, St. Louis Public Library

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Is it more important in education to impart definite items of information or to train the mind so that it will know how to acquire and wish to acquire? To ask the question is to answer it; yet we do not always live up to our lights.

In the older methods the teacher, or rather his predecessors, decided what it would be necessary for the child to memorize, and then he was made to memorize, while still without appreciation of the need of so doing. We are perhaps in danger today of going to the other extreme. We require so little memorization by the student that the memory, as a practical tool of everyday life, is in danger of falling into disuse. It is surely possible for us to exercise